

Programme 98.†

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(January to March, 1924.
April to July, 1924, in the Dominions.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, P.U.S., HOUSE OF EDUCATION, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET).

FORM III.

PUPILS' NAMES.....

Bible Lessons.

In all cases the Bible text (as given in book used) must be
read and narrated first.

Old Testament History,* by T. M. Hardwick and the
Rev. H. Costley-White (Murray, 3/6), Vol. V.,
pp. 127-198 (538-433 B.C.). Selected passages from
Ezra; *Haggai*; *Zechariah*, 3, 6, 8; *Nehemiah*; *Malachi*.
The Saviour of the World,* Vol. I. (P.N.E.U. Office,
3/-), pp. 55-104. *The Acts of the Apostles*,* by E. M.
Knox (Macmillan, 4/6), pp. 1-53.

Optional: (a) S.P.C.K. *Bible Atlas** (1/-). (b) *Historical
Geography of the Holy Land*, by S. R. Macphail
(Clark, 1/-), pp. 152-188. (c) *Helps to the Study of
the Bible* (Oxford Press, 4/6). (d) *The Prayer Book in
the Church*, by the Rev. W. H. Campbell (Longmans,
3/-), pp. 73-99, with lesson on Easter.

For Sunday Reading (optional):

(a) *An English Church History for Children*,* Vol. II.,
by M. Shipley (Methuen, 4/6), pp. 227-282. (b) *How
we got our Bible*, by Dr. J. Paterson Smyth (Sampson
Low, 3/6), chapters i.-iv., inclusive. (c) *The Story of my
Life*,* by Helen Keller (Harrap, 1/6). (d) *The Pil-
grim's Progress** (Oxford Press, 4/-).

† The 98th term of work set since the Parents' Union School began.

Sunday Occupations:
A Book of Centuries (see notes by Miss Bernau, P.N.E.U. Office, 4d.). Choose and inscribe texts and mottoes (in beautiful lettering, see "Bridges"), on good paper or vellum.

For private daily Bible reading, children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones Spottiswoode*, 1½d. each, 1924). *A Boy's Book of Prayer*, by A. Devine (Methuen, 2/-). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.).

Writing.

Choose and transcribe passages (in beautiful writing, see "Bridges") from *King Lear*, and the other books set, in *A New Handwriting for Teachers*, by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from card 6.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper, or, from the prose and poetry set for reading; a paragraph to be then dictated.

Composition. (Oral or written narration each day.)

(See Meiklejohn, pp. 176-188; 194-205).

Write on some subject in "Literature," or, on the news of the week, or, on some historical or allegorical subject taken from the Programme, etc. Narrative poems that must scan on events that have struck you, using the metre of poems set in term's work. Doggerel must not be written. Take the P.U.S. Magazine (3/3 a year, c/o Miss N. Pott, P.N.E.U. Office), and send a contribution in verse or prose.

English Grammar.

Parse and analyse from a book of poetry and of prose read, making progress each term. Meiklejohn's *A New Grammar of the English Tongue** (4/-), pp. 28-45.

Literature (including holiday and evening reading).

The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/6), pp. 356-406. Shakespeare's *King Lear** (Blackie, Plain text, 6d.). Scott's *A Legend of Montrose** (Collins, 2/-). Milton's *Poems* (Dent, 2/-; also contemporary poets).

English History.

Arnold Forster's *A History of England** (Cassell, 8/6), pages 396-494 (1603-1649). Begin a chart of the 17th Century (see reprint from P.R., July, 1910, 3d.). Read the daily news and keep a calendar of events. Take *The Home and Class Room* section of *The Times* (Times Office direct), 6/- a year.

General History.

The Story of Mankind, by H. Van Loon (Harrap 12/6), pp. 168-218, or, *A First History of France*,* by L. Greighton (Longmans, 5/-), pp. 190-201.

The British Museum for Children,* by Frances Epps (P.N.E.U. Office, 3/6), chapter 4. Teacher study preface. Keep a Book of Centuries* (P.N.E.U. Office, 2/3), putting in illustrations from all the history studied. *Stories from Indian History*,* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 86-114.

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 95-117. North's *Plutarch's Lives: Pyrrhus*, (teacher to read with careful omissions), (Dent, Vol. IV., 2/-). Smith's *Smaller Classical Dictionary* (Dent, 2/6). *The Golden Fleece*,* by L. S. Wood (Oxford Press, 3/6), pp. 122-157.

Geography.

The Ambleside Geography Books, Book IV.* (P.N.E.U. Office, 4/-), pp. 249-276: with new Appendix* (P.N.E.U. Office, 9d.). Map questions to be answered from map and names put into blank map (from memory) before each lesson. *Fighting for Sea Power in the Days of Sail*,* by H. W. Household (Macmillan, 2/-), pp. 108-145, or Dufferin's *Letters from High Latitudes** (Blackie, 1/-). Geikie's *Physical Geography** (Macmillan, 1/9), sections 187-223.

Know something about foreign places coming into notice in the current newspapers. Ten minutes' exercises on the map of Great Britain every week. Philip's *Atlas of Comparative Geography* (new edition, 3/6), may be used. See also tests under P.U.S. "Scouting" (P.N.E.U. Office, 6d.), or "Guiding."

Children to make maps of new boundaries from memory. Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).

Natural History and Botany.

The Study of Plant Life,* by H. C. Stobbs (Blackie, 6/-), pp. 141-163. *Winners in Life's Race*,* by Mrs. Fisher (Macmillan, 6/-), pp. 43-88.

Keep a Nature Note-Book (P.N.E.U. Office, interleaved 2/3), with flower, bird and insect lists, and make daily notes. For out-of-door work choose some special January to April study. *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/-), may be used for seasonal studies. See also "Guiding" tests.

General Science.

Our Wonderful Universe,* by A. Giberne (S.P.C.K., 6/6), pp. 151-179. *The Fairyland of Science*,* by Mrs. Fisher (Macmillan, 6/-), pp. 99-149.

JOURNAL OF CLIMATE

Pendlebury's *New Shilling Arithmetic*,* (Bell, 2/3), pp. 72-84, Recurring Decimals (or continue). Revise work; examples may be taken from Pendlebury's *New Concrete Arithmetic*, Book V. (Bell, 5d.).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teachers may find useful: *Unconventional Arithmetical Examples*, by R. S. Williams (Cambridge Press, 3/-).

Geometry.

A School Geometry,* by H. Hall and F. Stevens (Macmillan, Parts i.-iv., 3/6), pp. 42-51; 56-59; 62 and 64. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Algebra.

A School Algebra,^{*} by H. Hall, Part I. (Macmillan, 3/6),
pp. 34; 35; 38-41; 44-46. (Wednesday, 9-50—10-20.)

German.

nan.
Primary German Course,^{*} by O. Siepmann (Macmillan,
5/-), Lessons 7-9 inclusive. Teacher study preface,
using the lessons (with narration), exercises, grammar,
stories, poems, etc., as suggested,

or, preferably, Italian.

Perini's *Italian Conversation Grammar** (Hachette, 6/6), work Exercises 1-4, taking only necessary grammar. For narration: five stories from *Cento Racconti per Fanciulli** (P.N.E.U. Office, 1/8).

Latin.

in.
*Gradatim*¹ (Longmans, 2/-), pp. 29-41; make tables of
accidence; each lesson to be followed by narration: or,
Dr. Smith's *First Latin Course*² (Murray, 4/-), pp.
75-80, with exercises.

French.

Primary French Course,¹ Part II., by O. Siepmann (Macmillan, 3/-), Lessons 4-6 inclusive, with grammar and exercises. Teacher study preface. Read and narrate *Les Jumeaux*² (Blackie, 6d.); parse two pages.

Read several poems and learn one from *A Book of French Verse*, Marc Ceppi (Bell, 2/-).

Drawing.

Teacher should consult : *Drawing, Design and Craftwork*,
by F. J. Glass (Batsford, 12/-).

Illustrations of scenes from Literature. Objects in the house: teachers may use for method (not for copying) *The Art of Drawing*, Album 5 (Philip & Tacey, 1/3). Memory drawings. Study, describe (and draw from memory details of) six reproductions* of pictures by Leonardo da Vinci (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review*, January, 1924. Paint-box with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio: see *P.R.*, January, 1924.

Recitations.

Learn two suitable passages of about 20 verses each from chapters in Bible Lessons. Two hymns. Two poems from Book of Verse set. Psalms 90 and 91. A scene from *King Lear*.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, Recitations, should afford exercise in careful reading and in composition. Poetry should be read daily. Bulfinch's *Age of Fable** (Dent, 2/-), pp. 39-68. *Feats on the Fiord*,* by Miss Martineau (Dent, 2/-). *The Pilgrim's Progress** (Oxford Press, 4/-).

Musical Appreciation.

See Programme of Music (1) Moussorgsky, (2) Borodin, Parents' Review, January, 1924; Our Work. (Questions will be set on this subject). The Listener's Guide to Music, by P. Scholes (Oxford Press, 4/-).

Music.

Choose and learn a suitable composition from the Programme of Music.

Singing. (See Programme of Music.)

Three French songs, *French Songs, with Music* (Blackie, 6d.). Three English songs, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-). *Ten Minutes' Lessons in Sight-Singing* (Curwen, 2/6). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 44-46 (Curwen & Son, 2/6); 50 Exercises for Pupils, 9d. a set.

Drill, etc. (Choose new work.)

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6). *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6). *Peasant Dances and Songs of Many Lands* (Evans, 7/6). *How to Teach Dances* (Evans, 4/6). Ex-students, House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used.

Work.

Do some definite house or garden work. Heaton's *Cardboard Modelling* (Newman, 6/-): make six models. (Materials from Arnold & Son, Butterley Street, Hunslet Lane, Leeds.) Frame your pictures with glass and passe-partout. *Simple Garments for Children*, by E. Synge (Longmans, 7/6), or, *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): design and make a garment. Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Cookery: *The Tried Favourites' Cookery Book* (Marshall, 2/6).

Teacher will find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/6). See also tests under "Guiding." Help the "Save the Children Fund"; for particulars apply to 42 Langham Street, London, W. 1.

N.B. 1.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 2.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office). In home schoolrooms, Forms III. and IV. may work together in all history and literature subjects (including Scripture).

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 6d. each, and Cambridge paper for the Examination, 1/- for 4 quires (*not less*); special clipped book post envelopes, 4d. for 3. Also the School Badge (silver, 4/6, metal, 9d.). School Hat Band (2/3), and Ribbon (2/2 a yard). Ties (cotton 1/-, silk, 2/9). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted).

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Secretary, House of Education, Ambleside.

N.B. 7.—There is an Association of Old Pupils of the P.U.S. A course of reading is provided. For particulars apply to Miss P. N. Bowser, c/o P.N.E.U. Office.

N.B. 8.—All letters *re* School and Programmes, except book orders, should be sent to The Director, P.U.S., House of Education, Ambleside. The enclosed Order Form for books should be used, and orders should be sent as early as possible. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, and money for books, should be sent to the London Office.

N.B.—It is hoped that a P.U.S. Children's Gathering will be held in Canterbury in September, 1924. Members are asked to follow the papers and notes in this connection which will appear in the *Parents' Review* next year. All children, whether they can be present or not, will be asked to send work.

N.B.—The Examination may be postponed for a week, if necessary.

Examination 98.

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Parents' National Educational Union. The Parents' Union School.

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FORM III.

PUPILS' NAMES.....

Bible Lessons.

- I. 1. Give an account of the foundation and building of the Second Temple under Zerubbabel,
2. Describe the arrival of Ezra at Jerusalem, and the support given him by Artaxerxes.
- II. 1. "In the name of Jesus of Nazareth, rise up and walk." Describe the scene of this miracle and its effect.
2. Give an account of the gatherings in the Upper Room directly after the Ascension and on the day of Pentecost.
3. What were the three temptations of our Lord? Describe the first. What lessons may we learn?

Writing.*

Write ten lines of poetry from memory.

Dictation.*

The Legend of Montrose, chapter III., first paragraph.

* The marks for these subjects are based upon the whole examination.

Composition.

1. Write (a), some verses (*which must scan*), or, (b), in prose, upon one of the following,—The Norwegian Fiords, "Cordelia," opening buds, light, "Prosperine."
2. Write (a), a conversation between "Talkative," or, "Pliable" and "Christian," or, (b), "King Lear" and "Pyrrhus"; or, (c), Spring and Winter,

English Grammar.

1. Analyse, parsing the words in italics,—
"He clasps the crag *with* crooked hands;
Close to the sun *in* lonely lands,
Ring'd with the azure world, he stands.
The wrinkled sea *beneath* him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls."

2. Name and give examples in sentences of four kinds of
(a), adjectives, (b), pronouns. Parse each.
3. What are the four moods of a Verb? Explain, with examples, the uses of each.

Literature.

1. What do you know of George Herbert and his poetry?
2. Write a short account of Milton as a young man. What were his great works? Say what you know about two of them and quote any lines you can.
3. Describe a scene in which (a), "Ronald of the Mist," or, (b), "The Earl of Kent" appears.

English History.

1. What was the doctrine of Divine Right? How did James I. make use of it?
2. What three important events connected with (a), the Bible, (b), Scotland, (c), Ireland, marked the reign of James I.? Describe one of them.
3. What led to the Petition of Right? Give the chief points.

General History.

1. Give some account of (a), The Mediæval City, (b), Mediæval trade, or, write a short account of the reign of Louis XIII.
2. Describe the Parthenon Frieze with special reference to any details you have seen.
3. Write a short account of Harsha and Hiuen Tsang.

Citizenship.

1. In what ways must we show courage? Give examples from the books you have read this term.
2. What counsel did Appius Claudius give the Senate after the first battle with Pyrrhus? Describe the second battle at Asculum.
3. What do you know of (a), pack-horses, (b), canals, as a means of transport?

Geography.

1. Give a sketch-map of Scandinavia, putting in the boundaries, physical features and chief towns.
2. Describe the climate and occupation of the people of Scandinavia.
3. Give some account of Jean Bart of Dunkirk, or, write a letter as from Iceland about the geysers.
4. What are (a), moraines, (b), icebergs, (c), avalanches? Why is the sea salt?

Natural History and Botany.

1. Describe four kinds of moss you have seen this term, with drawings.
2. What do you know of (a), the fishing frog, (b), the common sole, (c), the toad?
3. Give a short account of deep sea fishes. How do they give light?

General Science.

1. What do you know of the nature of light? How does light travel? Light is believed to have weight. What does this mean?
2. Explain how sound travels. How do we hear a sound?

Picture Talk.

Describe Leonardo's "Holy Family."

Latin

1. Tell what you can in Latin about "The Pied Piper," or, "A Ride on the Centaur's Back."
2. Make up five sentences, using the relatives *qui*, *cui*, *cujus*, *unde*, *ubi*.
3. Translate into English, Ex. 44, p. 31 (*Gradatim*); giving, with reasons for their use, the Cases of 10 substantives (nouns).
- or, 1. Make up 6 sentences, using the comparative and the superlative of the adverbs *prope*, *male* and *bene*.
2. Translate (a), into Latin, Exercise 1, p. 78, sentences 6-10, (b), into English, Exercise xliii., A (1), 6-10, and give the three chief parts of each verb used.

Arithmetic.

1. What is the value of 7 of 2 guineas + £375 of £1?
2. Reduce 1 ton 19 cwts. 7 lbs. to the decimal of 3 tons 14 cwts. 9 lbs.
3. Find the cost of papering a room 25 ft. long, 18 ft. 6 in. wide, and 10 ft. high, with paper 2 ft. wide, at 3/- per piece of 12 yards.

Algebra.

1. Multiply (i.), $5a^2$ by $3a^3$; (ii.), $5x^2y^3$ by y^2z ; (iii.), $xayb$ by $xybc$.
2. Divide $x^5 - 5x^4y + 10x^3y^2 - 10x^2y^3 + 5xy^4 - y^5$ first by y^3 and then by $-x^2$.
3. Multiply $4a^2 - a - 2$ by $2a + 3$.

Geometry.

1. The three angles of a triangle are together equal to two right angles.
2. If the opposite sides of a quadrilateral are equal, the figure is a parallelogram.
3. Find the number of degrees in each angle of a regular hexagon (6 sides).

German.

1. Say what you can in German about *Das Rathskelchen* (picture p. 31).
2. Make sentences with the words given on p. 175, III., 26-30 (inclusive), using past tenses of each verb.
3. Show, in sentences, two uses of the prepositions: *an*, *über*, *zwischen*, *hinter*, *neben*.

Italian.

1. Tell a short story in Italian.
2. Translate Ex. III., p. 20 (*Perini*).

French.

1. Write, in French, the story of "La Séparation des Jumeaux."
2. Translate Exercise II. (b), pp. 130-131 (*Siepmann*).
3. Show, in French sentences, 3 different ways of forming feminine (a), nouns, and, (b), adjectives.

Drawing.

1. Illustrate,—
(a), "I dream'd that, as I wandered by the way,
Bare Winter suddenly was changed to Spring."
or, (b), a scene from *The Pilgrim's Progress*.
2. Some books on a blue table cloth with a vase of twigs or flowers.

Musical Appreciation.

What compositions by Borodin and Moussorgsky have you heard this term? Tell what you can about two of them.

Reading.*

Father to choose a poem and a leading article from a newspaper.

Music.*

Examine in work done.

Singing.*

Father to choose an English, a French, and a German song, and three exercises.

Drill.*

Report progress.

Work.*

Outside friend to examine. List of work completed to appear in *Parents' Report*.

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- N.B. 1.—Examination to begin on Monday, March 24th.
Papers to be posted on Saturday, the 29th, *with no other enclosure*. (Please note that the examiners take 7 weeks.)
- 2.—Subjects thus indicated (*) to be marked on the *Parents' Report* according to Regulations and total to be added up.
- 3.—Members are asked to read the Regulations carefully, as much time is lost by the examiners when (a) there is no numbered list of the subjects sent for examination, (b) the papers for each child are not fastened together, or (c) the name of the member does not appear.
- 4.—Answers may not be written on both sides of the paper. The papers should be tied together loosely with string.